

Pinellas County Schools

Fairmount Park Elementary School



2019-20 School Improvement Plan

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Fairmount Park Elementary School

575 41ST ST S, St Petersburg, FL 33711

<http://www.fairmount-es.pinellas.k12.fl.us>

Demographics

Principal: Lakisha Lawson

Start Date for this Principal: 7/23/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: D 2016-17: F 2015-16: D 2014-15: F 2013-14: F
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	N/A
Support Tier	N/A
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

At Fairmount Park Elementary, we will promote the growth of lifelong learning and academic excellence by teaching the WHOLE child through a broad-based curriculum which fosters a positive self-concept, creativity, self-discipline, values and life skills.

Provide the school's vision statement

100% Scholar Success - Together We Succeed - TEAMWORK!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title
Lawson, LaKisha	Principal
Principal	
Clarkson, Dominique	Assistant Principal
Assistant Principal	
Nyarkoh, Candice	Guidance Counselor
Guidance Counselor	
Foley, Katy	Instructional Coach
Instructional Coach	
Johnson, Caprice	Instructional Coach
Instructional Coach	
St. Julien, Laurie	Instructional Coach
Instructional Coach	
Andrews, Jill	Instructional Coach
Instructional Coach	
Fox, Melanie	Administrative Support
Administrative Support	
Duval, Tracy	Instructional Coach
Instructional Coach	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	89	89	79	98	62	85	0	0	0	0	0	0	0	502
Attendance below 90 percent	33	30	31	32	15	25	0	0	0	0	0	0	0	166
One or more suspensions	6	15	19	26	16	25	0	0	0	0	0	0	0	107
Course failure in ELA or Math	0	22	23	17	19	22	0	0	0	0	0	0	0	103
Level 1 on statewide assessment	0	0	0	0	29	42	0	0	0	0	0	0	0	71

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	5	6	13	17	23	0	0	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Tuesday 7/23/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	33	28	18	34	25	0	0	0	0	0	0	0	165
One or more suspensions	1	1	2	6	3	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	30	23	15	20	31	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	39	47	46	0	0	0	0	0	0	0	132

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	17	11	14	29	31	0	0	0	0	0	0	0	103

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	33	28	18	34	25	0	0	0	0	0	0	0	165
One or more suspensions	1	1	2	6	3	1	0	0	0	0	0	0	0	14
Course failure in ELA or Math	0	30	23	15	20	31	0	0	0	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	39	47	46	0	0	0	0	0	0	0	132

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	17	11	14	29	31	0	0	0	0	0	0	0	103

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	19%	54%	57%	17%	50%	56%
ELA Learning Gains	38%	59%	58%	33%	47%	55%
ELA Lowest 25th Percentile	69%	54%	53%	35%	40%	48%
Math Achievement	39%	61%	63%	34%	61%	62%
Math Learning Gains	50%	61%	62%	45%	56%	59%
Math Lowest 25th Percentile	69%	48%	51%	39%	42%	47%
Science Achievement	15%	53%	53%	18%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	89 (0)	89 (0)	79 (0)	98 (0)	62 (0)	85 (0)	502 (0)
Attendance below 90 percent	33 (27)	30 (33)	31 (28)	32 (18)	15 (34)	25 (25)	166 (165)
One or more suspensions	6 (1)	15 (1)	19 (2)	26 (6)	16 (3)	25 (1)	107 (14)
Course failure in ELA or Math	0 (0)	22 (30)	23 (23)	17 (15)	19 (20)	22 (31)	103 (119)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (39)	29 (47)	42 (46)	71 (132)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	23%	56%	-33%	58%	-35%
	2018	19%	53%	-34%	57%	-38%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	20%	56%	-36%	58%	-38%
	2018	16%	51%	-35%	56%	-40%
Same Grade Comparison		4%				
Cohort Comparison		1%				
05	2019	13%	54%	-41%	56%	-43%
	2018	15%	50%	-35%	55%	-40%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	62%	-14%	62%	-14%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	45%	64%	-19%	64%	-19%
	2018	33%	62%	-29%	62%	-29%
Same Grade Comparison		12%				
Cohort Comparison		4%				
05	2019	24%	60%	-36%	60%	-36%
	2018	32%	61%	-29%	61%	-29%
Same Grade Comparison		-8%				
Cohort Comparison		-9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	13%	54%	-41%	53%	-40%
	2018	22%	57%	-35%	55%	-33%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	30	55	31	67	83	18				
BLK	18	37	70	39	52	77	13				
HSP	29	64		47	27						
WHT	36			42							
FRL	18	36	69	40	51	71	14				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	32	60	13	48	57	8				
BLK	16	31	31	33	44	35	18				
HSP	36			73							
WHT				20							
FRL	17	33	38	34	49	45	19				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

Science proficiency is the lowest data component, with 15%. English Language Arts proficiency trends for this group of scholars for the past three years has been low. There is a correlation between reading and science performance.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Science proficiency also had the greatest decline, decreasing from 18% to 15%. Low reading proficiency and classroom climate contributed to this decline.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Compared to the state average, both English Language Arts and Science proficiency had a gap of 38.

This shows a correlation between our English Language Arts proficiency (19%) and Science proficiency (15%).

Which data component showed the most improvement? What new actions did your school take in this area?

Lowest 25% of English Language Arts and L25 Math showed the most growth with each improving to 69%.

Actions included: Professional Learning Communities were strategically calendared based on academic data and need, more focused monitoring of Lowest 25% of scholars by Site Based Leadership Team/teachers, and the fidelity of the interventions. All Lowest 25% of scholars had a staff mentor who met with them weekly.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an area of concern as 33% of our scholars are present less than 90% of the instructional school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Attendance
2. Improve Conditions for Learning including Culture and Climate
3. Increase proficiency in English Language Arts, Mathematics, and Science across all grade levels.
5. Increase achievement levels in all subgroups as categorized by Every Student Succeeds Act

Part III: Planning for Improvement

Areas of Focus:

#1

Title	Attendance
Rationale	During the 2018-2019 school year, 33% of our scholars were present less than 90% of the instructional school year.

State the measureable outcome the school plans to achieve The percent of all scholars in attendance daily will decrease from 33% missing 10% or more of school to 23% as measured by School Profiles Data.

Person responsible for monitoring outcome LaKisha Lawson (lawsonlak@pcsb.org)

Evidence-based Strategy Strengthen the implementation of Tier I and Tier II interventions to address and support the needs of our scholars.

Rationale for Evidence-based Strategy Missing more than 10% of school in one school year puts the scholar at risk for retention. Strengthening the Tiers process will build stronger relationships between the schools and families, while helping to identify barriers that are attributing to chronic absences.

Action Step

1. Child Study Team will meet twice a month to identify scholars with chronic attendance.
2. Child Study Team and School Based Leadership Team will problem solve to develop a action plan to address the barriers.
3. Develop and implement incentive plans for scholars.
4. Accurately take attendance on a daily basis with appropriate entry codes.

Description 5. Engage scholars and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
 6. Continue offering services from the Suncoast Counselor and Family Navigator to address and/or eliminate attendance barriers.
 7. Social Worker will continue providing parents with district populated letters informing parent/guardian(s) of their child's attendance as well as hold parent conferences, conduct home visits, and/or refer to families with chronic attendance issues to the State Attorney's Office.

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

#2	
Title	Increase achievement levels in all subgroups as categorized by ESSA
Rationale	According to the 2019 Every Student Succeeds Act report, Fairmount Park Elementary School had a Federal Percent of Points Index of 32% for all scholars, with four out of five subgroups scoring below 41%: Black/African American (30%), White/Caucasian (10%), Economically Disadvantaged (34%), Students with Disabilities (32%), and Hispanic (55%).
State the measurable outcome the school plans to achieve	Each scholar will increase proficiency and/or make a year's worth of growth, increasing each subgroup's Federal Percent of Points Index to 41% as measured by the Every Student Succeeds Act (ESSA) report.
Person responsible for monitoring outcome	LaKisha Lawson (lawsonlak@pcsb.org)
Evidence-based Strategy	Utilize data chats with teachers and scholars.
Rationale for Evidence-based Strategy	Implementation of data chats allows both teachers and scholars to know their current status as well as the expected performance level as it relates to them individually and as a school; resulting in them being able to communicate the data to all stakeholders.
Action Step	
Description	<ol style="list-style-type: none"> 1. Professional Development based on needs of each sub-group. 2. Schedule data chats with teachers and scholars. 3. Execute our plan for unfinished learning. 4. Unpacking the standards, planning with fidelity, ensuring all scholars have access to grade level content. 5. Support from Achievement Network and Learning Sciences International. 6. School-wide student led conference night.
Person Responsible	LaKisha Lawson (lawsonlak@pcsb.org)

#3

Title	<p>Develop a culture where all scholars are given opportunities to engage in aligned texts and tasks.</p> <p>Based on 2019 Florida Standards Assessments and Statewide Science Assessment data, 19% of third through fifth grade scholars were proficient in English Language Arts, 39% in Math, and 15% of fifth grade scholars were proficient in Science. Although there was an increase in learning gains- 38% English Language Arts, 50% in Math and 69% of Lowest 25% of scholars in both areas; data trends show low achievement in proficiency across school years.</p>
Rationale	<p>Approximately 70% of the staff are new to Fairmount Park Elementary School and/or teaching due to the transition of instructional staff and the administrative team. Our staff and scholars are entering the campus with a variety of unique qualities that afford the opportunities to highlight our strengths and the diversity of our learning community.</p>
State the measurable outcome the school plans to achieve	<p>By developing a culture where all scholars are given opportunities to engage in aligned texts and tasks, our goal is for scholars to increase their English Language Arts proficiency to 30%, Math proficiency to 45%, and Science proficiency to 35%, with learning gains increasing to 60% and learning gains of our Lowest 25% of scholars to 70% as measured by the 2020 Florida Standards Assessments and Statewide Science Assessment. In addition, scholars will take more ownership for their learning, resulting in a decrease in behavior infractions and build staff capacity.</p>
Person responsible for monitoring outcome	<p>LaKisha Lawson (lawsonlak@pcsb.org)</p>
Evidence-based Strategy	<p>In order to increase proficiency and ensure scholar success, we will create a culture of learning by implementing a system for equitable standards-based planning and implementation as well as school-wide processes and procedures centered around the Positive Behavioral Interventions and Support model.</p>
Rationale for Evidence-based Strategy	<p>Developing a culture for learning will afford opportunities for teachers to become experts in their content area(s) of focus and for scholars to take ownership for their learning, resulting in a high level of engagement in differentiated rigorous tasks as measured by the Marzano Framework and Florida State Standards. In addition, our culture for learning will support the development and/or implementation of school-wide ownership of equitable practices that engage all stakeholders in acknowledging and adhering to processes and procedures.</p>

Action Step

Description	<ol style="list-style-type: none"> 1. Implement equitable standards-based instruction through collaborative planning across all content areas and grade levels using resources such as the Common Core Companion, district modules, Ready Math, i-Ready, and Marzano's Taxonomy of Educational Objectives. Teachers will plan for effective implementation of high-yield strategies, higher order questions, student discourse, and culturally responsive teaching. 2. Engage scholars to rigorous standards-based instruction daily (i.e target/
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task alignment).

3. Content coaches (English Language Arts, Science, Math) provide on-going monitoring for fidelity and coaching support to teachers, ensuring work is aligned to the Key Shifts in English Language Arts and Math.
4. Instructional Leadership Team will conduct "Leadership Walks" and provide attainable feedback, identifying trends and next steps (coaching cycles).
5. Teachers will receive support from Achievement Network and Learning Sciences International (LSI).
6. Science Coach will implement and monitor science academic gaming based on diagnostic and cycle assessment data, with a priority focus on 60 Power Words and other related vocabulary based on grade level standards. In addition, the Science Coach will pull groups of scholars and complete science enrichment activities as well as science labs. Teachers will utilize Bring On Any Science Test (BOAST).
7. Math Coach will assist teachers with utilizing multiple forms of assessment to inform instruction, including unit assessments, exit tickets Mathematics Formative Assessment System (MFAS), Illustrative Mathematics tasks, and/or "in the moment" scholar work analysis. In addition, teachers will implement daily number routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc) at the start of the mathematics block to increase number sense and flexibility. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level Professional Learning Communities (PLCs).
8. Teachers will conduct daily morning meetings using our Social Emotional Learning (SEL) curriculum, 2nd Step.
9. Instructional and Support staff will build positive relationships with scholars, families, and the community.
10. Staff will receive training and strategies centered around Trauma Informed Care, Equity, Restorative Practice, Culturally Responsive Teaching, and Mental Health.
11. Scholars will continue receiving Wrap Around Services from the Family Navigator, Suncoast Counselor, and Student Services Team (i.e. Guidance, Social Worker, Psychologist, Multi-Tiered System of Supports (MTSS) Academic & Behavior Coaches, and Behavior Specialist).
12. We will create a school environment of support and celebrations for both scholars and staff.
13. Teachers will participate in instructional rounds and peer observations.
14. Teachers will strengthen core instruction by increasing the amount of time scholars are engaged in reading by closely and critically rereading complex text, writing, speaking, and listening. Anecdotal notes taken by the teacher can help guide the analysis of scholar learning in grade level PLCs.
15. Teachers and scholars will have ongoing data chats to analyze & discuss progress, motivate, and celebrate their improvements.
16. We will have a school-wide implementation of Positive Behavioral Interventions and Support (PBIS).
17. Stipends will be provided for ongoing professional development opportunities that occur outside the contractual day.
18. A school-wide mentor program will be implemented.
19. Fairmount Park will continue to participate in the Healthy Schools initiative.
20. Administrative team will secure substitutes for extended planning opportunities for teachers throughout the school year.

Person Responsible LaKisha Lawson (lawsonlak@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Our framework will also address Pinellas County Schools Bridging the Achievement Gap 6 Goals: Graduation Rate, Student Achievement, Advanced Coursework, Student Discipline, ESE Identification, and Minority Hiring.

Fairmount Park will continue to participate in the Healthy Schools initiative by applying for the Bronze status of the Generation for Healthy School Alliance program. We will work to provide our scholars with more access to nutritious meals before, during and after school.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Fairmount Park will host a welcome back to school night for parents and students to meet the staff for 2019-2020 school year. Periodic teacher conferences will be held throughout the year; teachers should personally call to invite parents into the school. Partnering with community stakeholders such as Child Park Community Association to explore Title 1 parent meetings, Parent Teacher Association (PTA), School Advisory Committee (SAC) and conferences within the recreation center or in the community. Invite the community inside the school to volunteer on campus to build positive relationships. Communicate with parents by making positive phone calls home, sending home "just because notes" to show parents they are appreciated and welcomed at Fairmount Elementary.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Title 1 Part A funds are used to provide Pre-K to Kindergarten transition services. Title 1 schools coordinate with staff from public and private preschool programs including Head Start, to prepare students for a successful start to school. A portion of Title 1 Part A funds is used to provide classes for three year old scholars at targeted elementary schools to support early literacy.

Fairmount Park will use the Multi-Tiered Systems of Support process to problem solve areas

of focus for scholars social emotional needs. Individualized interventions will be put into place for scholars depending on the area of need in their social emotional learning such as groups that includes weekly groups (social skills, emotional intelligence, empathy, etc), counseling (trauma, grief, self-harm, etc.) mentoring check in's and mindfulness. Wrap-around services (Suncoast, social services, etc.) will be an extension to scholars in need.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

The Site Based Leadership Team (SBLT) will be responsible for managing and coordinating these efforts between all school teams as well as reviewing and revising the School Improvement Plan.

Title 1 Part A funds are utilized to purchase rigorous and culturally relevant instructional materials, compacts, technology, and professional development.

Title I Part C: NA

Title 1 Part D funds are targeted to support continuous educational services in students in neglected and delinquent facilities through tutoring, instructional materials and resources, and technology. The Promise Time Program will provide tutoring services for our students attending R'Club.

Title II funds are used to increase student achievement through professional development for teachers and administrators and provide literacy, math and science coaches.

Title III funds are used to provide educational materials, bilingual translators, summer programs, and other support services.

Title X funds are used to provide resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Juvenile Welfare Board supports Fairmount Park students and families school wide.

Title 1 coordinates with district Food Services to provide Community Eligibility Option (CEO) where all students receive free breakfast and lunch.

Title 1 Part A funds are used to provide Pre-Kindergarten Transition resources as well as a 3 year old class to support early literacy.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Fairmount Park has a partnership with USF St. Petersburg to build awareness in college and career pathways for the future. This includes on campus activities and field trips in the community.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Fairmount Park teachers will display college pennants, banners, posters and other decorations within their classroom. Fairmount partnership with USF South St. Petersburg will allow scholars to participate in a college tour of the campus. Teachers will engage in college and career discussions with scholars throughout the school year.

Part V: Budget

1	III.A	Areas of Focus: Attendance				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Fairmount Park Elementary Schl			\$0.00
2	III.A	Areas of Focus: Increase achievement levels in all subgroups as categorized by ESSA				\$0.00
3	III.A	Areas of Focus: Develop a culture where all scholars are given opportunities to engage in aligned texts and tasks.				\$2,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1211 - Fairmount Park Elementary Schl	School Improvement Funds		\$1,197.50
			<i>Notes: Stipends for teacher planning outside the school day (core subjects).</i>			
			1211 - Fairmount Park Elementary Schl	School Improvement Funds		\$1,197.50
			<i>Notes: Stipends for professional development opportunities outside of the school day.</i>			
Total:						\$2,395.00